DOCUMENT RESUME

ED 072 770 JC 730 040

AUTHOR	Roesler, Elmo V., Ed.
TITLE	Community College and Technical Institute Follow-Up Study of Students Enrolled During One or More Quarters. Fall, 1970 to Fall, 1971.
INSTITUTION	Appalachian Developing Institutions Consortium.
SPONS AGENCY	Bureau of Higher Education (DHEW/OE), Washington, D.C. Div. of Coll. Support.
PUB DATE	71
NOTE	30p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Adult Dropouts; *Community Colleges; *Consortia; *Dropout Characteristics; Dropout Research; Employment; *Followup Studies; Institutional Research; Post Secondary Education; Questionnaires; Salaries; School Surveys; Student Opinion; Tables (Data); Technical Institutes; Technical Reports; *Withdrawal
IDENTIFIERS	*Appalachia; North Carolina

ABSTRACT

A followup study was conducted by Wilkes Community College of its attrition population. The purposes were to: (1) determine factors contributing to student withdrawal; (2) create a profile of conditions concerning students who withdrew; and (3) ascertain what students did during the first quarter after leaving. One hundred questionnaires, representing 19 percent of the attrition population, were mailed to students who had been enrolled for 12 or more credit hours in degree or diploma programs. Ninety-two forms were returned. Results showed that: (1) 37 percent found employment or entered the military, 17 percent were attending other schools, and 46 percent had no marketable skills (including 8 percent who were housewives and 4 percent looking for jobs); (2) many reasons were identified as factors contributing to withdrawal, but family or personal reasons were cited most often as the most important reason, with employment and dissatisfaction following in frequency; and (3) median beginning weekly salaries for attrition students were $10 lower than those for alumni, and median current weekly salaries were more than $20 lower. Background information on the study, the attrition study questionnaire, and a list of consortium personnel are provided in appendices. (KM)

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Western Piedmont Community College

Wilkes Community College

JC 130 040

COMMUNITY COLLEGE AND TECHNICAL INSTITUTE

FOLLOW-UP STUDY OF STUDENTS

ENROLLED DURING ONE OR MORE QUARTERS

FALL, 1970 TO FALL, 1971

Edited by
Elmo V. Roesler

UNIVERSITY OF CALIF.
LOS ANGELES

MAR 02 1973

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

Funded through the Title III, Higher Education Act, 1965
(P.L. 89-329)

Coordinating Institution
Wilkes Community College
Wilkesboro, North Carolina 28697

Assisting Institution
Research Coordinator's Office
Office of University Research Services
Appalachian State University
Boone, North Carolina 28607

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Consortium Research Coordinator: Mr. Elmo V. Roesler
Special Research Assistant: Mrs. Jan Austin
Computer Programmer: Mr. Jeff Williams

FOLLOW-UP STUDY OF STUDENTS
ENROLLED DURING ONE OR MORE QUARTERS
FALL, 1970 TO FALL, 1971 AT
WILKES COMMUNITY COLLEGE

The follow-up study was conducted during April through June of 1972. One hundred questionnaires were mailed to students who had been enrolled for twelve or more credit hours in degree or diploma programs, and 92% of the forms were returned. The 100 questionnaires represented a 19% sample of the total attrition population; and since WCC's institutional researcher used sound follow-up procedures the returns from the students in the attrition sample population constitute a firm basis for establishing WCC attrition trends.

The information received from the survey has been reported, on the following pages, in summary tables: Reasons for Withdrawing; Employment, Educational, and Other Activities after Withdrawing; Reasons for Withdrawing Tallied by College Parallel, Technical, and Vocational Subgroups; Reasons for Withdrawing as Recorded for Students Leaving during or after One, Two, and Three Quarters; and Comparisons of Alumni and Attrition Student Data.

The Program and Research Coordinators at WCC have a computer printout which contains the tabulated responses to all the survey questions. These coordinators may assess the data according to institutional needs and perspectives, producing, thereby, new insights or confirming old opinions concerning student withdrawals.

The results of the study may be summarized as follows:

1. The data derived from 92 survey forms created the following profile on withdrawing students. Thirty-seven percent had demonstrated marketable skills by finding employment or entering military service; 17% of the students were attending other educational institutions; and 46% of the students evidenced no marketable skills. The group without so-called marketable skills included students who were housewives, 8%; students who were looking for a job, 4%; traveling or not doing much of anything, 4%; and students who reported "other kinds of activities", 4%.

2. When students were asked to identify reasons for dropping out, they designated the following as contributing factors: temporarily withdrawn, 26%; found employment, 24%; financial, 10%; health, 9%; marriage, 8%; migration, 8%; transportation, 8%; and military service, 4%. As a contrast and check on validity, students were requested to designate the <u>most important reason for withdrawing</u>. A rank ordering of responses to this question revealed that the <u>most important reason</u> for leaving WCC was family or personal, 16%; employment, 11%; dissatisfaction, 10%; and health, 10%.

3. A comparison between the salaries of alumni and attrition students was made. Though 34 students had achieved employment or military status the first quarter after leaving WCC, 64 students responded to the question on salaries. Based on total responses, beginning weekly salaries for alumni produced a mean of $106 and a median of $91, and for withdrawing students, a mean of $89 and a median of $81. Current weekly salaries resulted in a mean of $126 and a median of $116 for alumni and a mean of $113 and a median of $93 for withdrawing students.

REASONS FOR WITHDRAWING CONTRASTED WITH MOST IMPORTANT REASON FOR LEAVING INSTITUTION: RESPONSES FOR TOTAL POPULATION

Question 1: Attrition Classes	Responses to Arrayed Items: Responses per Class	Possible No. of Responses	Percent of Responses	Most Important Reason for Leaving Institution: Number	Percent
Academic	28	644	4.35	0	0
Dissatisfaction	100	1564	6.39	9	10
Employment	43	184	23.37	10	11
Financial	35	368	9.51	2	2
Health	17	184	9.24	9	10
Marriage	14	184	7.61	3	3
Migration	15	184	8.15	0	0
Military Service	6	92	6.52	3	3
Temporary	47	184	25.54	3	3
Transportation	7	92	7.61	0	0
Other	14	92	15.22	7	8
Family and Personal	69	736	9.38	15	16
(omitted)				31	34
	395	4508		92	100

Note: Classifications with the exception of "Family and Personal" correspond to the state termination codes.

EMPLOYMENT, EDUCATIONAL AND OTHER ACTIVITIES AFTER WITHDRAWING: RESPONSES FOR TOTAL POPULATION

Activities of Students after They Left This Institution	Number	Percent
Attended another educational institution	16	17
Entered military service	3	3
Found employment	31	34
Looked for a job	4	4
Housewife	5	6
Traveled	2	2
Not much of anything	2	2
Other	23	25
No reply	6	7
	92	100

These data also produced the following profile on withdrawing students:

Marketable skills denoted by employment and military service	34	37
Attending other educational institutions	16	17
Marketable skills not in evidence	42	46
	92	100

EMPLOYMENT, EDUCATIONAL AND OTHER ACTIVITIES AFTER WITHDRAWING: (Continued)

Weekly Salary Ranges	Beginning Salaries in Present Position		Current Salaries in Present Position	
	Number	Percent	Number	Percent
-$ 49	9	16	7	11
$ 50-$ 99	32	56	29	45
$100-$149	10	18	15	23
$150-$199	3	5	5	8
$200-$249	3	5	5	8
$250-$299	0	0	1	1.5
$300-$349	0	0	1	1.5
$350-$399	0	0	1	2
$400-	0	0	0	0
	57	100	64	100

Relatedness of Education/Training to First Job	Number	Percent
First job obtained after leaving this institution was related to education/training.		
Yes	13	14
No	46	50
No job (question not applicable)	33	36
	92	100

Involvement with Job-related Training	Number	Percent
Apprenticeship	0	0
Management trainee	7	11
Supervisory training	0	0
Specialized technical training	7	11
Other	26	40
None, question not applicable	25	38
	65	100

Reasons for Unemployment	Number	Percent
Can't find a job	5	7
Obtaining more education or training	10	14
Dissatisfied with previous job and looking for work in another field	1	2
Housekeeping	3	4
Other	3	4
Employed (question not applicable)	48	69
	70	100

Number of Average Employment Hours/Week while Students	Number	Percent
Less than 10 hours	31	38
10-19 hours	3	4
20-29 hours	6	7
30-39 hours	7	9
40 or more hours	34	42
	81	100

REASONS FOR WITHDRAWING FROM THIS INSTITUTION
TALLIED BY MALE/FEMALE STUDENTS IN COLLEGE PARALLEL,
TECHNICAL, AND VOCATIONAL SUBGROUPS

Reasons for Withdrawing from Programs Based on the Responses of 92 Students	Percent-Possible Responses[b]	Affirmative Responses Indicating Reasons for Withdrawing[a]								
			Sex		College Parallel		Technical		Vocational	
		Total	Male	Female	Male	Female	Male	Female	Male	Female
01 Academic [92 X 7 = 644]	28/644=									
01A Lack of ability to do work required	4.35%	2	1	1	0	0	1	1	0	0
01B Secondary school preparation was poor		1	1	0	0	0	1	0	0	0
01C Low grades Found study too difficult		9	8	1	5	1	3	0	0	0
01D English		4	4	0	2	0	2	0	0	0
01E Reading		1	1	0	0	0	1	0	0	0
01F Mathematics		10	7	3	5	1	2	2	0	0
01G Major curriculum area		1	1	0	1	0	0	0	0	0
		28	23	5	13	2[15]	10	3[13]	0	0[0]
02 Dissatisfaction [92 X 17 = 1564]	100/1564=									
02A Dissatisfied with courses	6.39%	11	9	2	5	0	3	2	1	0
02B Dissatisfied with schedule		7	5	2	3	1	2	1	0	0
02C Dissatisfied with instruction		9	6	3	2	2	3	1	1	0
02D Could not get desired program of studies		9	5	4	1	3	4	1	0	0
02E Department chairm.../faculty advising was inadequate		2	0	2	0	2	0	0	0	0
02F Examinations were unreasonable		2	2	0	2	0	0	0	0	0
02G Instructors lacked interest in students		7	3	4	1	3	2	1	0	0
02H Instructors lacked knowledge of subject		6	4	2	2	1	1	1	1	0
02I Dissatisfied with general school environment		17	11	6	7	4	2	2	2	0
02J The institution was too impersonal		0	0	0	0	0	0	0	0	0
02K I did not find enough social life		4	4	0	1	0	3	0	0	0
02L The students were not my type		3	1	2	0	2	1	0	0	0
02M Counseling services did not help		4	1	3	1	3	0	0	0	0
02N Institutional rules and regulations were unreasonable		0	0	0	0	0	0	0	0	0
02O Grading system was unfair		1	1	0	1	0	0	0	0	0
02P Courses were not challenging to me		7	4	3	3	2	1	1	0	0
02Q Selected the wrong program		11	7	4	3	2	4	2	0	0
		100	63	37	32	25[57]	26	12[38]	5	0[5]

REASONS FOR WITHDRAWING
(Continued)

Reasons for Withdrawing from Programs, Based on the Responses of 92 Students	Percent-Possible Responses[b]	Affirmative Responses Indicating Reasons for Withdrawing[a]								
		Total	Sex		College Parallel		Technical		Vocational	
			Male	Female	Male	Female	Male	Female	Male	Female
03 Employment [92 X 2 = 184]	43/184=									
03A Job interferred with studies	23.27%	25	17	8	7	4	10	4	0	0
03B Obtained a job		18	11	7	4	3	7	4	0	0
		43	28	15	11	7[18]	17	8[25]	0	0[0]
04 Financial [92 X 4 = 368]	35/368=									
04A Lack of funds for school expense	9.51%	14	7	7	4	3	1	4	2	0
04B Lack of funds for transportation		0	0	0	0	0	0	0	0	0
04C Lack of funds for living expenses		10	8	2	4	0	2	2	2	0
04D Desired but could not obtain financial assistance		11	7	4	3	2	2	2	2	0
		35	22	13	11	5[16]	5	8[13]	6	0[6]
05 Health [92 X 2 = 184]	17/184=									
05A Personal health problems	9.24%	12	5	7	2	3	3	3	0	1
05B Illness in family		5	3	2	1	0	2	2	0	0
		17	8	9	3	3[6]	5	5[10]	0	1[1]
06 Marriage [92 X 2 = 184]	14/184=									
06A Marriage changed my education/training plans	7.61%	13	6	7	3	4	2	3	1	0
06B Engaged and not presently planning to continue education/training		1	0	1	0	0	0	1	0	0
		14	6	8	3	4[7]	2	4[6]	1	0[1]
07 Migration [92 X 2 = 184]	15/184=									
07A I moved out of area	8.15%	14	7	7	3	4	3	3	1	0
07B Family moved out of area		1	1	0	0	0	1	0	0	0
		15	8	7	3	4[7]	4	3[7]	1	0[1]
08 Military Service [92 X 1 = 92]	6/92=6.52%	6	6	0	5	0[5]	1	0[1]	0	0[0]
09 Temporary [92 X 2 = 184]	47/184=									
09A Needed a temporary break from studies	25.54%	19	11	8	6	5	5	2	0	1
09B Personal circumstances made it necessary to leave my education/training temporarily		28	17	11	10	5	5	6	2	0
		47	28	19	16	10[26]	10	8[18]	2	1[3]
10 Transportation (needed transportation but none available) [92 X 1 = 92]	7/92= 7.61%	7	6	1	4	0[4]	1	1[2]	1	0[1]

REASONS FOR WITHDRAWING
(Continued)

Reasons for Withdrawing from Programs, Based on the Responses of 92 Students	Percent-Possible Responses[b]	Affirmative Responses Indicating Reasons for Withdrawing[a]								
			Sex		College Parallel		Technical		Vocational	
		Total	Male	Female	Male	Female	Male	Female	Male	Female
11 (This answer category used by the State of North Carolina. Please do not respond to it.)										
12 Other, please specify: [92 X 1 = 92]	14/92=15.22%	14	5	9	3	6[9]	1	3[4]	1	0[1]
13 Family and/or Personal Circumstances [92 X 8 = 736]	69/736= 9.38%									
13A Lack of definite plans for major or career		21	14	7	9	3	5	4	0	0
13B Found study too time consuming		8	4	4	1	2	3	1	0	1
13C Too many outside or extra-curricular activities		7	6	1	4	1	2	0	0	0
13D Child care not available		4	1	3	1	1	0	2	0	0
13E Home responsibilities were too great		11	7	4	3	3	3	1	1	0
13F Inadequate study techniques or habits		8	6	2	4	1	2	1	0	0
13G Change in vocational goal; therefore, no further education/training needed		3	2	1	2	0	0	1	0	0
13H Feeling of failure		7	5	2	2	2	2	0	1	0
		69	45	24	26	13[39]	17	10[27]	2	1[3]

[a] Subtotals are presented in brackets, e.g., [54].

[b] The highest possible number of responses may be computed by multiplying the number of students by the number of response categories.

MOST IMPORTANT REASON FOR WITHDRAWING AS RECORDED FOR STUDENTS LEAVING DURING OR AFTER ONE, TWO, AND THREE QUARTERS AND AS BASED ON SUBGROUP RESPONSES FROM TOTAL POPULATION OF 78 STUDENTS *

Reasons for Withdrawing by Attrition Classes	Withdrew during or after First Quarter		Withdrew during or after Second Quarter		Withdrew during or after Third Quarter	
	Number**	Percent	Number**	Percent	Number **	Percent
Academic	0	0	0	0	0	0
Dissatisfaction	6	8	1	1	1	1
Employment	4	5	1	1	2	3
Financial	1	1	0	0	0	0
Health	6	8	0	0	2	3
Marriage	0	0	1	1	2	3
Migration	0	0	0	0	0	0
Military Service	2	3	0	0	1	1
Temporary	2	3	0	0	1	1
Transportation	0	0	0	0	0	0
Other	4	5	0	0	1	1
Family and Personal	8	10	1	1	4	5
No Reply	23	29	2	3	2	3
	56	72	6	7	16	21

*All data derived from the instruments have been tallied by the number of quarters students continued programs prior to withdrawing. These data may be obtained from the Attrition Study reference materials kept by the Consortium Program and Research Coordinators. Also note that classifications with the exception of "Family and Personal" correspond to the state termination codes.

**For this institution, seventy-eight students withdrew during the first three quarter periods of the study, and fourteen withdrew in the remaining periods. These withdrawl categories -- first, second, and third quarter -- include students who withdrew during the quarter but did not enroll in a subsequent quarter.

ACTIVITIES OF STUDENTS AFTER WITHDRAWING FROM THIS INSTITUTION:
TALLIES BY MALE/FEMALE STUDENTS IN COLLEGE PARALLEL,
TECHNICAL, AND VOCATIONAL SUBGROUPS

Activities of Students	Total Responses		College Parallel				Technical				Vocational			
					Male/Female				Male/Female				Male/Female	
	Number	Percent	Male No.	Female No.	Sum Tot.	as a % of Responses	Male No.	Female No.	Sum Tot.	as a % of Responses	Male No.	Female No.	Sum Tot.	as a % of Responses
Attended another educational institution	16	19	6	7	15		0	3	4		0	0	0	
Entered military service	3	3	3	0	3		0	0	0		0	0	0	
Found employment	31	36	9	3	14		10	7	20		2	0	3	
Looked for a job	4	5	1	0	1		0	2	2		1	0	1	
Housewife	5	6	0	3	4		0	1	1		0	1	1	
Traveled	2	2	0	2	2		0	0	0		0	0	0	
Not much of anything	2	2	0	0	0		1	1	2		0	0	0	
Other	23	27	3	3	7		10	7	20		0	0	0	
	86	100	22	18	46		21	21	49		3	1	5	
Above Data Presented in Different Profile														
Marketable skills denoted by employment and military service	34	39	12	3	18		10	7	20		2	0	2	
Attending other educational institutions	16	19	6	7	15		0	3	3		0	0	0	
Marketable skills not in evidence	36	42	4	8	14		11	11	26		1	1	2	
	86	100	22	18	47		21	21	49		3	1	4	

BEGINNING AND CURRENT WEEKLY SALARY RANGES:
COMPARISON BETWEEN ALUMNI AND ATTRITION POPULATIONS*

Beginning Weekly Salary Ranges for Present Position	Alumni Population		Attrition Population							
			Total Responses		Col. Parallel		Technical		Vocational	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
-$ 49	20	9	9	16	5	9	3	5	1	2
$ 50-$ 99	110	49	32	56	11	19	19	33	2	3
$100-$149	64	29	10	18	5	9	5	9	0	0
$150-$199	18	8	3	5	1	2	2	3.5	0	0
$200-$249	1	0	3	5	0	0	2	3.5	1	2
$250-$299	2	1	0	0	0	0	0	0	0	0
$300-$349	5	2	0	0	0	0	0	0	0	0
$350-$399	2	1	0	0	0	0	0	0	0	0
$400-	2	1	0	0	0	0	0	0	0	0
	224	100	57	100	22	39	31	54	4	7
Current Weekly Salary Ranges for Present Position										
-$ 49	17	8	7	11	4	6	2	3	1	1.5
$ 50-$ 99	69	31	29	45	11	17	16	25	2	3
$100-$149	78	35	15	23	6	9	8	13	1	1.5
$150-$199	42	19	5	8	2	3	3	5	0	0
$200-$249	5	2	5	8	2	3	2	3	1	2
$250-$299	3	1	1	1.5	1	2	0	0	0	0
$300-$349	6	3	1	1.5	0	0	1	1.5	0	0
$350-$399	1	0	1	2	0	0	1	1.5	0	0
$400-	3	1	0	0	0	0	0	0	0	0
	224	100	64	100	26	40	33	52	5	8

*The comparison between the alumni and attrition populations borders on approximation, since the alumni figures include data on graduated students who have in many cases been employed longer than the withdrawn students. Based on total responses, beginning weekly salaries for alumni produced a mean of $106 and a median of $91, and for withdrawing students, a mean of $89 and a median of $81. Current weekly salaries resulted in a mean of $126 and a median of $116 for alumni and a mean of $113 and a median of $93 for withdrawing students.

REASONS FOR CURRENT UNEMPLOYMENT AND NUMBER OF AVERAGE EMPLOYMENT HOURS/WEEK WHILE STUDENTS ATTENDED THIS INSTITUTION: COMPARISON OF ALUMNI AND ATTRITION POPULATIONS

Reasons for Unemployment	Alumni Population		Total Responses		Attrition Population					
					Col. Parallel		Technical		Vocational	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Waiting for a job in the field	5	2	0	0	0	0	0	0	0	0
Can't find a job	0	0	5	7	3	4	2	3	0	0
Obtaining more education or training	59	21	10	14	8	11	2	3	0	0
Dissatisfied with previous job and looking for work in another field	0	0	1	2	0	0	1	1.5	0	0
Housekeeping	7	2	3	4	2	3	0	0	1	1
Other	8	3	3	4	2	3	1	1.5	0	0
Question not applicable	205	72	48	69	20	29	26	37	2	3
	284	100	70	100	35	50	32	46	3	4
Number of Avg. Employment Hours/Week While Students										
Less than 10 hours	99	34	31	38	19	23	11	14	1	1.3
10-19 hours	43	15	3	4	0	0	3	4	0	0
20-29 hours	45	16	6	7	4	5	1	1	1	1.3
30-39 hours	50	17	7	9	2	2	5	6	0	0
40 or more hours	52	18	34	42	11	14	22	27	1	1.4
	289	100	81	100	36	44	42	52	3	4

INVOLVEMENT WITH JOB-RELATED TRAINING:
COMPARISON OF ALUMNI AND ATTRITION POPULATIONS*

Education-Training Related to Present Major Position	Alumni Population		Attrition Population							
			Total Responses		Col. Parallel		Technical		Vocational	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Apprenticeship	9	4	0	0	0	0	0	0	0	0
Management trainee	16	6	7	11	4	6	3	5	0	0
Supervisory training	6	2	0	0	0	0	0	0	0	0
Specialized technical training	6	2	7	11	2	3	4	6	1	1
Other	13	5	26	40	14	22	11	17	1	1
None, question not applicable	212	81	25	38	11	17	13	20	1	2
	262	100	65	100	31	48	31	48	3	4

*The comparison between the alumni and attrition populations borders on approximation, since the alumni figures include data on graduated students who have in many cases been employed longer than the withdrawn students.

Appendix A

Background Information Regarding the Development of the Attrition Study

BACKGROUND INFORMATION REGARDING THE

DEVELOPMENT OF THE ATTRITION STUDY

1966-67 to 1970-71

Information on the Consortium Organization and Research Activities

This consortium of eight "open-door" two-year institutions in North Carolina Appalachian Region was, in November of 1970, funded under Title III of the Higher Education Act. This cooperative arrangement which has the official title of APPALACHIAN CONSORTIUM SPECIAL DEVELOPMENT PROJECT began operations on July 2, 1971.

Consortium research activities have been conducted under the auspices of two committees. An Executive Committee, composed of institutional members with Dr. William Richardson presiding as chairman, has been responsible for decision-making regarding the cooperative research projects. A second commitee, the Research Coordinating Committee, has been charged with conducting all research, planning, and development activities. At each of the consortium institutions, a Research Coordinator, who served on the Research Coordinating Committee, has participated in the development and administration of the high school study instrument, the establishment of reporting procedures, and the preparation of the final report on the high school students educational plans and opinions.

Before proceeding with the explication of the study developments and results, the members of the consortium would like to convey some information concerning (1) the overall plan for consortial activities and (2) the goal of cooperative research for program development and evaluation.

Overall plan for consortial activities. The development of consortial activities has been controlled by a three year plan. The plan stipulates that during the first year, 1971-72, basic research is to be conducted in relation to short and long-range program planning and evaluation. In the second year, 1972-73, programs are to be implemented and evaluated with results being disseminated to all persons and agencies that have been concerned with the upgrading of the educational process in the consortium community colleges and technical institutes. During the third year, 1973-74, the previously implemented program activities are to be further evaluated and -- where it is considered necessary -- revised. At the end of three years, the results of consortium activities will appear in "final" reports. However, if the personnel maintain the interest and dedication they have exhibited during this first year of operation, the participating institutions will continue this cooperative arrangement for years to come.

To conduct self-studies and to coordinate consortium-wide research, each institution has established either a full or part-time research coordinator's position. These researchers act as liaison persons between their institutional study groups and the coordinating efforts of the Chairman of the Executive Committee whose office is at Wilkes Community College and the consortium Research Coordinator whose office is located at Appalachian State University.

Appalachian, as an assisting institution, has its Director of Institutional Research serving as a member of the Executive Committee, its faculty in the College of Education serving as consultants, its systems analysis staff involved in implementing management information techniques in the developing institutions, and its University Statistician giving consultation on analyses. Appalachian's other commitments have included coordinating efforts in preparing consortium study instruments, conducting surveys, and analyzing results.

Cooperative research for program development and evaluation. The 1970-71 proposal indicated that key personnel in the community colleges and technical instutes formed the consortium because they recognized the following facts:

1. Each institution has in its area the greatest potential to implement North Carolina's "open door" policy and, thus, to reach out and educate the populace in its region.

2. Only through a cooperative arrangement could the institutions overcome limitations arising from a base of low taxable resources and thus from inadequate funding for necessary research, planning, and evaluation.

3. All the institutions have the same basic needs for effective development: the creation of research models and acquisition of data for institutional improvement; the upgrading of administrative and instructional staff; the increasing and enhancing of curricula and curriculum materials, especially for economically deprived and slow learners; the selecting of appropriate consultant assistance; and the need for immediate and long-range planning.

4. The eight institutions are developing and need assistance for community-based program planning and evaluation, if they are to provide more and better services to all persons in their respective service areas.

Consortium members have recognized the need for both individual and consortium-wide community based program development, implementation, and evaluation. Personnel in each institution have committed themselves to establishing, as an extension of the 1970-71 proposal objectives, program objectives related to the following priority research/study areas that have been determined by the Executive Committee: comprehensive community survey, business-industrial survey tied to the community survey, development of student profile data and a management information system to exchange aggre-

gated results, follow-up studies of alumni and especially "dropouts," and image studies -- especially a high school image study -- to acquire estimates of the way programs and services are received in the respective communities. All program development has been based on cooperative research effort, aimed at either educating or training the low-income and educationally deprived student, hoping to improve the quality of life in Appalachia.

Purposes, Development, and Administration of the Study

The paragraphs that follow contain information concerning the survey of the attrition students. The information includes the purposes and objectives of the study, the activities related to the development of the study instrument, and the administration of the instrument and analysis of responses.

Purposes and objectives of the study. The attrition study was initiated as a result of the August 12, 1971 Executive Committee Meeting. The research group, after examining the historical documents concerned with dropouts, selected three objectives for the study which sought attrition information relating to five quarters, Fall, 1970 to Fall, 1971.

1. To determine the factors which contributed to students withdrawing from community colleges and technical institutes.
2. To create a profile of conditions relating to students who withdrew from programs.
3. To ascertain what the students did during the first quarter after leaving the community college or technical institute.

These objectives were selected after the researchers decided not to obtain any data regarding the history of students' educational goals and the plans for further education in terms of both general and specific commitments.

Development of the study instrument. Since the purpose of the study was to obtain characteristic attrition information for the consortium institutions, sampling procedures were used. Because of the sampling process, the personal information in the instrument has a reduced number of items; and the data collected from the personal information questions will be interpreted as typical or a-typical of the total population. The personal information section included such items as sex, age, marital status, number of children, education/training program enrollment, number of quarters enrolled, and day-night enrollment.

In order to integrate attrition study data collection and analysis procedures with the North Carolina Department of Community Colleges (State Board of Education) methods for collecting and classifying information on dropouts, the research coordinators adopted the "termination codes" as set forth in "Administrative Memorandum No. 7-2." These codes, in twelve categories, list "reasons" for students terminating programs.

500 Dropouts

01 Academic	07 Migration
02 Dissatisfaction	08 Military
03 Employment	09 Temporary
04 Financial	10 Transportation
05 Health	11 Unknown
06 Marriage	12 Other

The group decided to expand upon these categories, presenting in the instrument arrays of "reasons" and "yes-no" type responses for each category. The group also devised, based on institutional attrition records, another category and added it to the state dropout listing. This "Family and/or Personal Circumstances" category also illustrates the kind of arrays that were developed. See Figure 1 on the next page.

Figure 1

Example of an Array of Reasons
in an Attrition Instrument Response Category

Response Category		Reason	Not a Reason
13	Family and/or Personal Circumstances		
13A	Lack of definite plans for major or career	____	____
13B	Found study too time consuming	____	____
13C	Too many outside or extra-curricular activities	____	____
13D	Child care not available	____	____
13E	Home responsibilities were too great	____	____
13F	Inadequate study techniques or habits	____	____
13G	Change in vocational goal; therefore, no further education/training needed	____	____
13H	Feeling of failure	____	____

Another state termination code designated "400 Early Leavers with Marketable Skills" was considered in relation to designing instrument questions. The number of students who left with demonstrable occupational skills could be determined by adding the responses of students who had found employment or entered military service. To estimate those students who withdrew without marketable skills, the number of students who were employed or were receiving additional education/training was subtracted from the total number of withdrawing students.

The information to be gathered concerning what students did after terminating an education/training program included such life activity items

as employment, military service, wages, and the relatedness of current occupations to student program experiences.

Administration of the study. The study instruments were mailed during April, May and June by the community college and technical institute Research Coordinators to withdrawn students in the sample population. It was anticipated that the rate of returns, set forth in the following passages, would be lower for withdrawn students than for alumni. Even though the research coordinators sent out two follow-up communiques and made telephone calls to students who had not returned the attrition instruments, the overall response from withdrawn students was less than desired.

The Research Coordinators recommend that students should be, if at all possible, interviewed by people in student personnel services or by the chairman faculty/advisor at the time they withdraw. This kind of interview procedure would allow the student to indicate, through interview techniques and by answering a follow-up questionnaire, reasons for withdrawing. The exit interview procedure would assure a satisfactory number of responses from withdrawing students, and the student interview results could be assessed and an attrition study produced each spring.

Definition and Numbers of the Attrition Study Populations

A withdrawing student in each of the two-year institutions alumni population was defined as a student who had withdrawn after enrolling full-time for twelve or more credit hours in a degree or diploma program.

The attrition questionnaire returns ranged from 33% to 92% for the eight community colleges and technical institutes. Based on institutional sample populations composed of 30% of total institutional attrition populations, the following number of instruments were mailed and returned after procedures were employed.

Institution	Questionnaires Mailed	Questionnaires Returned
Asheville-Buncombe Technical Institute	201	102
Caldwell Community College and Technical Institute	376	93
Catawba Valley Technical Institute	161	93
Haywood Technical Institute	250	44
Isothermal Community College*	77	47
Southwestern Technical Institute	22	11
Western Piedmont Community College	222	74
Wilkes Community College*	100	92

Analyses and Uses of the Study Results

In designing the questionnaire the research team planned to process the study results and create a computer printout which each institution could use. The researchers decided that attrition computer program would provide for data to be arranged by (1) totals of question responses; (2) male/female college parallel, technical, and vocational student subgroups; and (3) quarter of withdrawal.

Since the instrument was designed to afford comparisons between alumni and attrition data, the researchers were able to relate, with means and medians, the salaries of alumni with those of withdrawn students. Comparisons were also made between alumni and attrition populations regarding involvement with job-related training, reasons for unemployment, and number of average employment hours/week. Other comparison may be provided by the institutional Research Coordinator who has the reference copy of the attrition study which contains the computer printout.

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*These institutional sample populations were comprised of approximately 20% of the total attrition populations.

The application of sampling and analyses procedures to the responses to survey questions included the identification of a sample population. Since there were among the instrument questions no references to test scores or other ranges that could be used to calculate an initial sample population size n, the research coordinators selected as large a sample size as time and money would permit--a 30% sample from all the withdrawn students in the study population (P). The institutional sample population was randomly selected. To accomplish randomization, the researchers numbered the instruments, and then by using The Rand Corporation's A Million Random Digits, they drew random numbers which were used to select questionnaires having identical numbers. The sampling was also proportionate, i.e., each institution's attrition population was reduced to a 30% sample population.

Concerning the relationship between the sample and complete populations, it was assumed that the composition of students, in regard to their aspirations and attitudes, in the sample population approximated the composition of such qualities belonging to students in the complete population. Assuming that the responses of students in the 30% population are, proportionately, similar to responses of students in the complete population, the tallies of responses from the 30% sample population may be multiplied by 3.33. Accordingly, if 100 tallies have been recorded for a given response category, then the number of students in the total population who would have selected the same response category would be approximately 333.

Appendix B

Attrition Study Questionnaire

COMMUNITY COLLEGE AND TECHNICAL INSTITUTE

FOLLOW-UP STUDY OF STUDENTS

Enrolled During One or More Quarters

Fall, 1970 to Fall, 1971

Numbers on the sides of the pages refer to card columns for keypunching. They have no meaning in regard to requested answers on the questionnaire. In answering the questions, please follow directions as carefully as possible, completing each question as directed. The information you give will be treated as confidential with answers being used for group analysis. Thank you.

PERSONAL INFORMATION

Please check and/or change the recorded information and provide the data required. Do not fill in sections reserved for codes.

YOUR NAME:

_____ [6]
(last name) (first name) (middle initial) (maiden)

Women who married after leaving this institution should indicate their maiden names.

SEX: Male ___ 1 Female ___ 2 (30)

AGE: _____ [31]

HOME ADDRESS AND PHONE:

_____ _____ _____ ___ [33][42][53
(street address or rural route) (and box number) (city) (state) (code)

_____ ___ _____ ___-____ [55][58][63
(county) (code) (zip) (phone)

FAMILY INFORMATION WHILE ATTENDING INSTITUTION:

Marital Status: single ___ 1
married ___ 2
divorced ___ 3
widowed ___ 4

Number of children: _____ (70)[71]

EDUCATIONAL RECORD:

Program in which you were enrolled: _____ ____ [73]
(code)

Number of quarters you attended this institution: _____ [77]

Did you attend mainly day or night classes?

Day ___ 1
Night ___ 2 (79)

(MORE ON NEXT PAGE)

QUESTIONS

1. Listed below are various reasons that a student might give for withdrawing from a community college or technical institute. You are asked to respond to each item, checking it as a "Reason" or "Not a Reason" for your withdrawing from the educational/training program at this institution.

	Reason 1	Not a Reason 2	
01 Academic			
01A Lack of ability to do work required	___	___	(6)
01B Secondary school preparation was poor	___	___	(7)
01C Low grades	___	___	(8)
01D English	___	___	(9)
Found study 01E Reading	___	___	(10)
too difficult 01F Mathematics	___	___	(11)
01G Major curriculum area	___	___	(12)
02 Dissatisfaction			
02A Dissatisfied with courses	___	___	(13)
02B Dissatisfied with schedule	___	___	(14)
02C Dissatisfied with instruction	___	___	(15)
02D Could not get desired program of studies	___	___	(16)
02E Department chairman/faculty advising was inadequate	___	___	(17)
02F Examinations were unreasonable	___	___	(18)
02G Instructors lacked interest in students	___	___	(19)
02H Instructors lacked knowledge of subject	___	___	(20)
02I Dissatisfied with general school environment	___	___	(21)
02J The institution was too impersonal	___	___	(22)
02K I did not find enough social life	___	___	(23)
02L The students were not my type	___	___	(24)
02M Counseling services did not help	___	___	(25)
02N Institutional rules and regulations were unreasonable	___	___	(26)
02O Grading system was unfair	___	___	(27)
02P Courses were not challenging to me	___	___	(28)
02Q Selected the wrong program	___	___	(29)
03 Employment			
03A Job interferred with studies	___	___	(30)
03B Obtained a job	___	___	(31)
04 Financial			
04A Lack of funds for school expenses	___	___	(32)
04B Lack of funds for transportation	___	___	(33)
04C Lack of funds for living expenses	___	___	(34)
04D Desired but could not obtain financial assistance	___	___	(35)

	Reason 1	Not a Reason 2	
05 Health			
05A Personal health problems	___	___	(36)
05B Illness in family	___	___	(37)
06 Marriage			
06A Marriage changed my education/training plans	___	___	(38)
06B Engaged and not presently planning to continue education/training	___	___	(39)
07 Migration			
07A I moved out of area	___	___	(40)
07B Family moved out of area	___	___	(41)
08 Military Service	___	___	(42)
09 Temporary			
09A Needed a temporary break from studies	___	___	(43)
09B Personal circumstances made it necessary to leave my education/training temporarily	___	___	(44)
10 Transportation (needed transportation but none available)	___	___	(45)
11 (This answer category used by the State of North Carolina. Please do not respond to it.)			
12 Other, please specify: _____	___	___	(46)
_____			
13 Family and/or Personal Circumstances			
13A Lack of definite plans for major or career	___	___	(47)
13B Found study too time consuming	___	___	(48)
13C Too many outside or extra-curricular activities	___	___	(49)
13D Child care not available	___	___	(50)
13E Home responsibilities were too great	___	___	(51)
13F Inadequate study techniques or habits	___	___	(52)
13G Change in vocational goal; therefore, no further education/training needed	___	___	(53)
13H Feeling of failure	___	___	(54)

Using the above list, give only numeric-alpha numbers (such as 01A, 02A, etc.) of the three reasons which most influenced your leaving this institution.

Most important reason ___ [55]

Second reason ___ [58]

Third reason ___ [61]

2. Why, in your own words, did you leave this institution?

_____

_____

(MORE ON NEXT PAGE)

3. Under what circumstances would you return?

_____

_____

4. What did you do during the quarter after you left this institution? (CHECK ONLY ONE) 4. (64)

- Attended another educational institution ____ 1
  Name of institution:
  _____
  _____
- Entered military service ____ 2
- Found employment ____ 3
- Looked for a job ____ 4
- Housewife ____ 5
- Traveled ____ 6
- Not much of anything ____ 7
- Other: _____ ____ 8
  _____

5. Was the first job you obtained after leaving this institution related to the education/training you received here? 5. (65)

- Yes ____ 1
- No ____ 2
- No job (question not applicable) ____ 3

6. Indicate the average number of employment hours spent per week while you attended this institution. 6. (66)

- Less than 10 ____ 1
- 10 - 19 ____ 2
- 20 - 29 ____ 3
- 30 - 39 ____ 4
- 40 or more ____ 5

7. If not presently employed, why are you out of work? 7. (67)

- Can't find a job ____ 1
- Obtaining more education or training ____ 2
- Dissatisfied with previous job and looking for work in another field ____ 3
- Housekeeping ____ 4
- Other ____ 5
- Employed (question not applicable) ____ 6

8. In connection with your present major position, if you are currently involved in a formal training program, please indicate the type of program. 8. (68)

- Apprenticeship program ____ 1
- Management trainee program ____ 2
- Supervisory training program ____ 3
- Specialized technical training ____ 4
- Other: _____ ____ 5
- No job (question not applicable) ____ 6

9. Note the weekly salary ranges listed below -- and then use the appropriate number (1 - 9) to indicate salaries related to your present major position. 9.

(1) 0 - $49
(2) $50 - $99
(3) $100 - $149
(4) $150 - $199
(5) $200 - $249
(6) $250 - $299
(7) $300 - $349
(8) $350 - $399
(9) $400 -

Beginning Salary ____ (69)
Current Salary ____ (70)

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE!

PLEASE PLACE THIS FORM IN THE SELF-ADDRESSED, STAMPED ENVELOPE AND RETURN IT.

THANKS AGAIN!

Appendix C

Consortium Personnel

CONSORTIUM PERSONNEL

Asheville-Buncombe Technical Institute

President: Mr. Thomas W. Simpson
Program and Research Coordinator: Mrs. Sara Morris

Caldwell Community College and Technical Institute

President: Dr. H. Edwin Beam
Program Coordinator: Mr. William DeLoach
Research Coordinator: Dr. Jagdish Mathur

Catawba Valley Technical Institute

President: Mr. Robert E. Paap
Program Coordinator: Mr. Bruce Bishop
Research Coordinator: Mr. Steve Lail

Haywood Technical Institute

President: Mr. M. C. Nix
Program Coordinator: Mr. Hugh Constance
Research Coordinator: Mr. Gary Melville

Isothermal Community College

President: Mr. Fred J. Eason
Program Coordinator: Dr. E. Donovan
Research Coordinator: Mr. Stover Dunagan

Southwestern Technical Institute

President: Mr. Edward E. Bryson
Program Coordinator: Mr. Don Irwin
Research Coordinator: Mr. Eric Brady

Western Piedmont Community College

President: Dr. Gordon C. Blank
Program Coordinator: Dr. Edwin Chapman
Research Coordinator: Mr. Giles Sheppard

Wilkes Community College

President: Dr. Howard E. Thompson
Chairman of Executive Committee and Program Coordinator:
Dr. William R. Richardson
Research Coordinator: Mrs. Emily Gloster

Appalachian State University

Chancellor: Dr. Herbert W. Wey
Member of the Executive Committee: Dr. Robert E. Reiman
University Statistician: Dr. Michael Carter
Consortium Research Coordinator: Mr. Elmo V. Roesler
Special Research Assistant: Mrs. Jeanne Turnmire
Computer Programmer: Mr. Jeff Williams